

**East Carolina University  
Harriot College of Arts and Sciences  
Department of Geography**

**Assessment of Readiness to Offer a  
Master of Community Planning Degree**

**November 9, 2011  
Revised July 20, 2012**

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**ASSESSMENT OF READINESS TO OFFER A NEW  
MASTER OF COMMUNITY PLANNING DEGREE PROGRAM  
DEPARTMENT OF GEOGRAPHY  
URBAN AND REGIONAL PLANNING PROGRAM**

<b>Part One: Assessing Need for the Program</b>
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**Need for the Program**

- **Provide detailed information regarding linkages to the university mission, vision, and strategic plan, and the impact of the proposed program on other unit programs.**

The linkages between the proposed graduate program and the university’s mission and strategic plan are articulated in detail within the “request for authorization to plan” document and are not reiterated here except in summary fashion. The new degree program will assist the institution in attaining its mission of regional transformation. The proposed master of community planning (MCP) degree will be highly consistent with the *UNC Tomorrow Commission Final Report* because the new degree program will: increase higher education access to underserved regions and disadvantaged populations; help ECU engage in economic transformation and community development in the eastern North Carolina region; facilitate “inclusive” discussions about important community issues in the eastern North Carolina region and the state; “embrace environmental sustainability as a core value;” “increase community awareness of environmental and sustainability issues”; provide a direct mechanism to be “more directly engaged with and connected to” the people of North Carolina and its regions; and encourage and facilitate interdisciplinary collaboration.

In addition to complete alignment with strategies and missions of the university, the proposed MCP degree program is very complementary with respect to numerous existing offices, initiatives, research centers and institutes at ECU, including: Center for Natural Hazards Research; Center for Geographic Information Sciences; Center for Sustainable Tourism; Coastal Studies Institute; Institute for Coastal Science & Policy; Coastal Water Resources Center; Center for Diversity and Inequality Research; Intergenerational Center; and Renaissance of Downtown Greenville.

The MCP degree will have a minimal competitive impact on other programs at ECU. There is limited potential for the new degree to compete for graduate students pursuing master’s degrees in geography and public administration with concentrations in planning, but we do not believe that potential for competition is significant. Geography (the host department) would not support the program if it was expected to have a substantial negative impact on its graduate degree.

Furthermore, the master of public administration program has written in support of our proposed graduate program in planning, as has the Center for Sustainable Tourism. The master of science degree in sustainable tourism is not considered to be a direct competitor with the proposed graduate planning degree.

- **What is the societal need for the proposed program? Project the current and future need for graduates with this degree at the regional, state, and national levels.**

The responses in the “request for authorization to plan” also address this question in a more detailed way than we provide here. The urban and regional planning program at ECU has great potential to fulfill the “special responsibility for community and economic development in the east” since professional planners are centrally concerned with and charged to advance community and economic development. Planning by its very nature is focused on the future, and our program will emphasize sustainability. The new degree will lead to more research focused on pressing community issues and problems in the eastern North Carolina region.

The current need for planners is substantial. North Carolina is a growing state (projected by the U.S. Census Bureau to be the 7<sup>th</sup> most populous state in the year 2030), and the appreciation and recognition of the role of the planning profession is increasing statewide and nationally.

The occupational outlook for urban and regional planners is favorable during the next several years, as indicated in our request for authorization to plan document (i.e., a projected increase of 6,500 between 2010 and 2020 according to the U.S. Bureau of Labor Statistics).

- **What are the expected enrollment patterns for the proposed program over the next five years; what is the enrollment target within five years of establishment? What evidence is there that the proposed program and this unit can attract quality students?**

In preparing the request for authorization to plan document we reviewed data on total graduate planning students enrolled in the 12 accredited graduate planning programs in the south region of the U.S in 2010 (Florida, Georgia, Alabama, Tennessee, South Carolina, North Carolina, and Virginia) (see Table A-1 of this assessment document). Of those programs, 3 of 12 have more than 100 graduate planning students, 9 of 12 have more than 40 graduate planning students, and 11 of 12 have 34 or more. These enrollment figures provide compelling evidence that ECU’s graduate planning program will be able to attract sufficient numbers of students consistent with and exceeding its enrollment projections.

We have also compiled graduate planning student statistics for East Carolina University’s “peer institutions” with graduate planning programs (see Table A-2). Of the five of ECU’s peer institutions with graduate planning degrees, all five of them had at least 40 students (the amount

of students projected at ECU in the fifth year of graduate planning program operation), and they ranged up to a high of 94 at the State University of New York-Buffalo.

Many students who seek an undergraduate or graduate degree look to whether the degree is accredited. ECU’s urban and regional planning program already exists, and the bachelor of science degree in urban and regional planning has been accredited with the Planning Accreditation Board for several years now. That fact alone provides some evidence that quality students will be attracted, as there is a history of undergraduate program accreditation that will be extended as swiftly as possible to the graduate planning degree. The urban and regional planning program also has a very strong alumni base which spreads the program’s influence broadly in a positive manner.

There is evidence from the Association of Collegiate Schools of Planning that UNC – Chapel Hill’s graduate city and regional planning program attracts very large numbers of applicants. For the 2009-2010 academic year, the UNC—Chapel Hill graduate planning program received 235 applications, and only 71 (30.2%) were accepted and 40 (17%) enrolled. For the 2010-2011 academic year, the UNC – Chapel Hill graduate planning program received 340 applications, of which only 79 (23.2%) were accepted and 39 (11.5%) enrolled.<sup>1</sup> Because UNC – Chapel Hill will accept only a small percentage of applicants even if they are high quality, there are prospects that such students will want to pursue their studies at the only other available graduate planning program in the state, at ECU (upon its establishment).

Enrollment projections for ECU’s graduate planning degree are provided below, which we believe are very conservative (for additional information on enrollment projections, please see the assessment of readiness document) and therefore:

**Expected Enrollment, Master of Community Planning Program at ECU  
Years 1 through 5**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New enrollments	14	14	21	21	21
2 <sup>nd</sup> Year Continuing	0	12	12	18	19
<b>Total</b>	14	26	33	39	40

Note: Enrollment projections include some loss of students (attrition) over time.

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<sup>1</sup> Association of Collegiate Schools of Planning. 2011. *Guide to Undergraduate and Graduate Education in Urban and Regional Planning*, 17<sup>th</sup> Ed.

## Comparison to Similar Programs in Other Universities

- **How common is this type of program nationally and what about the proposed program would enable it to particularly stand out from the others? What would it take to become a nationally recognized program in this area?**

Graduate planning degrees are much more common across the U.S. than undergraduate planning degrees. There are some 90 or more graduate programs listed in the Association of Collegiate Schools of Planning's *Guide to Undergraduate and Graduate Education*, the vast majority of which are accredited graduate planning degree programs. In contrast, there are only 15 accredited bachelor of planning degrees in the U.S. today (including ECU).

While graduate planning programs are widespread nationally, there is only one graduate planning degree program in North Carolina, and that is the master of city and regional planning degree at the University of North Carolina – Chapel Hill. While it is not uncommon for a given state (e.g., North Carolina, South Carolina, and Tennessee<sup>2</sup>) to have only one accredited graduate planning program, fast growing coastal states such as Florida and Virginia have three accredited graduate planning programs, Alabama has two accredited programs, and Georgia now has at least two graduate planning programs.<sup>3</sup>

ECU's urban and regional planning program already exists and stands with distinction as a practitioner-oriented program, placing its graduates in small cities, county governments, councils of government, state government, and private sector positions, especially in eastern North Carolina. ECU also stands with distinction in its strategic mission of regional transformation of the East Carolina region as well as its institutes and research centers emphasizing coastal environments.

The graduate program in planning at ECU will be able to easily stand out from the other programs by achieving the following:

1. Cultivating strong relationships with the many initiatives, offices, research centers, and institutes, particularly those involving the coast, the environment, and sustainability. While virtually every university wants to be known as one with a sustainability focus, in many respects ECU is ahead of its competition.
2. Maintaining the program's connection with the geography department. Many planning programs are organized under other departments, schools, and/or colleges, such as public

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<sup>2</sup> Tennessee had another accredited graduate planning program at the University of Tennessee for many years.

<sup>3</sup> The University of Georgia in 2009 began offering a master of environmental planning and design degree, thus becoming the second in the state with a planning-related master's degree, after Georgia Tech. It has recently applied for accreditation. There is also a graduate planning program at Savannah State University in the coastal region of Georgia, but it is not accredited.

administration, urban studies or urban policy, architecture, and design. Integral to the unique focus on sustainable coastal environments is the planning program's connection with the spatial analysis perspective of the discipline of geography.

3. Maintaining the program's good reputation for preparing students to practice in local government contexts, particularly rural eastern North Carolina. Because the program is more practice oriented than theoretical, it has established a good reputation and instills support from alumni who are in the workplace and seek our graduates to fill positions. A good example of this is Craven County, North Carolina. The Craven County Office of Planning and Community Development employs 2003, 2005, and 2006 graduates of ECU's undergraduate planning program (see letter in request for authorization to plan document).
4. Increasing its externally funded research and expanding the publication records of faculty will greatly increase its recognition nationally.
5. Accreditation of the graduate degree with the Planning Accreditation Board, to be sought as rapidly as possible, will immediately benchmark the program with national recognition.

### **Accreditation Standards**

- **Are there accreditation standards or requirements that will affect this program? If so, describe in detail how the proposed program will meet those standards or requirements.**

Yes. The Planning Accreditation Board (PAB) establishes accreditation requirements for planning degree programs, both undergraduate and graduate. Presently, the program has an accredited undergraduate planning degree and will pursue accreditation of the proposed MCP degree. The requirements are set forth in detail in the Planning Accreditation Board's revised standards (2012).

Preconditions of accreditation are as follows: graduate at least 25 students; the parent institution must be accredited; the program title must contain the word "planning;" the program must require two years of full-time study in planning; and it must have a primary focus on preparing practitioners in the planning profession.

There are accreditation criteria which must be met. In addition, the accreditation document in some cases provides "guidelines" which are suggestive but non-binding. Because the planning program already has an accredited bachelor of science in urban and regional planning degree, it has a history of compliance with the accreditation standards. The required criteria are

summarized as follows. The program must have the following, which are italicized (responses follow):

1. *Its mission articulated and associated goals and objectives.* The program has a defined mission which will be refined as necessary to include the new graduate degree program.
2. *Defined relationships with its department, school, college, and other relevant units within the institution, as well as the relationships among other curricula offered by the program.* These relationships are well defined already.
3. *Sufficient autonomy, suitable governance, and competent leadership.* The program has sufficient autonomy, including its own budget, within the geography department. The program director is qualified and experienced in program leadership.
4. *An approved curriculum (specified knowledge).* The graduate program will build on its existing, accredited undergraduate planning curriculum.
5. *Faculty of appropriate quality, composition and size that supports and advances program goals and objectives.* Despite the recent loss of a fixed-term faculty member due to budget cuts, the faculty is still sufficient to deliver the master of community planning degree in the first two years without additional faculty resources; this is made possible by drawing on other qualified faculty members in the Department of Geography.
6. *Teaching, advising, and other student services that reflect the program's goals and objectives.* Well-developed teaching and advisement components already exist, and the program has an association for planning students called the Student Planners' Action Network (SPAN).
7. *Research and scholarly activities appropriate to the program.* Research activities are on the increase given recent changes in faculty composition.
8. *A public and professional service component.* The program has maintained a long history of active involvement in the community and profession, and new faculty will continue that tradition.
9. *Quality and equity in its student composition.* The program will strive to increase the quality of its students; substantial diversity already exists in the undergraduate student body, and that mix/diversity will continue.
10. *Sufficient resources to support and advance its goals and objectives and to ensure that the criteria of the PAB are met.* The program already enjoys substantial support by the department and college, and those supportive relationships will continue.
11. *Appropriate administrative and fair practices and policies commensurate with an accreditation-worthy program.* These exist and compliance is demonstrated with an existing accredited degree.



## Part Two: Assessing Readiness of Current Faculty

- **Complete the Faculty Information Sheet (attached, with instructions for downloading from Sedona) for each individual who will serve as a core faculty member, actively involved in delivering the proposed program.** (attached)
- **Provide a summary of faculty readiness in the unit to include the cumulative totals of the following:**
  - **Number of core faculty at each rank who will be actively engaged in this program:** 5: One professor, one associate professor, and three assistant professors; also, from the Geography Department, one professor, two associate professors and one teaching assistant professor
  - **Number of core faculty with experience directing theses/dissertations:** 4 (note: the proposed program will not require a graduate thesis)
  - **Number of scholarly and professional activities related to proposed degree (with emphasis on the past 5 years):** 38
  - **Number of publications related to proposed degree (last five years only shown):** 15
  - **Number of grants & contracts submitted and awarded related to proposed degree:** 12 awarded of 13 submitted
  - **Invited research presentations outside ECU:** 31
  - **Patents/disclosures/copyrights:** None.
  - **Participation in scholarly collaborations with other universities, laboratories, & centers:** 6
  - **Service on related national/international boards or committees:** 7

<b>Part Three: Assessing Adequacy of Instructional/Research Facilities and Personnel to Support the Program</b>
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### **Instructional and Research Facilities**

- **Describe existing space and specialized equipment to be devoted to the proposed program within the context of the space and equipment currently assigned to the unit/s.**

Existing space consists of six faculty offices, a main office for administration, and a planning studio with computers (excludes general purpose classrooms). The planning program does not have, nor will it require additional, specialized equipment to undertake the proposed graduate degree program.

- **How will assignment of this space to the proposed program impact existing programs?**

We do not anticipate any adverse or negative impacts of the proposed MCP degree program on the existing degree programs in the Department of Geography. As explained below, however, unless expanded in year 3 of the new program, the planning studio (500 square foot classroom with 15 computer work stations) will exceed its capacity and will negatively impact the undergraduate planning program's students by constraining their access to the planning studio.

- **Describe additional facilities or specialized equipment that would be needed over the next five years.**

We identify the need for a 500 foot addition to the planning studio space (with 14 additional computers) in year three.

Usage of the planning studio space is not at its maximum, so some additional capacity exists to absorb new planning graduate students. In addition, the geography department's geographic information system lab and the Geographic Information Science Center in the college also have some capacity to absorb the new program's students in the short term. As the graduate program increases enrollment in the third year, however, the additional graduate students will exceed the capacity of the planning studio and other available college lab facilities. Therefore, in year 3 we have included a request to double the planning studio space to 1,000 square feet with 14 additional computer work stations. That expansion will ensure that the existing undergraduate planning program will not be adversely impacted in terms of planning studio space.

- **Describe current holdings in library resources in the proposed program and projected library resources needed to support the proposed program.**

The planning program does not have its own library resources (excluding individual collections of faculty members). We do not anticipate a need for space or additional library resources specific to our program as a result of adding the graduate degree program.

- **Describe the adequacy of unit computer resources. If additional resources are needed, give a brief explanation and an estimate for the cost of acquisition. Include classroom, laboratory, and other facilities that are not currently used in the capacity being requested. (Collaborate with ITCS to determine feasibility of adding these resources, particularly in the areas of mainframe computer usage, networking requirements, statistical services, network connections, and student computer labs.)**

The new degree program will not require any new computers at start up. At the beginning of year three, 14 additional computers will be needed for expansion of the planning studio. The estimated cost is approximately \$18,200 for additional computers. That estimate does not include any specialized costs if the network is unable to handle these additions. The program does not have any mainframe computers that will be affected.

- **Provide e-mail verification of consultation with Office of Space Management about the feasibility of new or additional space needs for the proposed program**

Attached (updated February 2012).

**Weitz, Jerry**

**From:** IPARPLANNING [IPARPLANNING@ECU.EDU]  
**Sent:** Monday, February 20, 2012 9:32 AM  
**To:** Weitz, Jerry  
**Subject:** New Program Notification Receipt

**INSTITUTIONAL PLANNING, ASSESSMENT, AND RESEARCH**

**Campus Space Planning Workflow Notification**

Hello,

Thank you for notifying us. This is your acknowledgement that we have received the request; however, it is only an acknowledgement and it does not represent a commitment to furnish the space requested. We will appreciate any updates on your proposal as it progresses.

Good luck!

Kim Higdon  
Space Analyst  
IPRE/Campus Space Planning  
East Carolina University  
252-328-9489

<b>New Program Name</b>	Master of Community Planning
<b>Division</b>	College of Arts and Sciences
<b>Current Department</b>	Geography
<b>Contact Name</b>	Jerry Weitz
<b>Contact Phone</b>	252-328-6579
<b>Contact Email</b>	weitzj@ecu.edu
<b>Description of Space Needs</b>	Add approximately 500 square feet to the existing planning and design studio space (Brewster D-209) to accommodate 14 additional computer work stations (15 existing, total of 29).  This is a revision of a notice provided in 2010.



Institutional Planning, Assessment, and Research  
Greenville Centre, Suite 2700 | 2200 South Charles Blvd.  
Greenville NC, 27858 | (252) 328-9492

## **Personnel**

### **• What additional personnel would be needed to make the proposed program successful for growth and development over a five-year period?**

- **Faculty:** One additional tenure-track faculty member is projected to be needed in year 3 to help meet demand (authorization to recruit in year 2).
- **Post-doc associates:** none
- **Research technicians:** none
- **Graduate assistants:** A total of 1 in year 2, 3 in year 3 and 4 in years 4 and 5.
- **Other staff:** Increase admin. staff from 0.75 FTE to 1.0 in year 2.

**Faculty.** The urban and regional planning program completed an analysis of faculty needs to start up the graduate degree program. The new graduate planning degree will have six core courses. By year 3, enrollments will increase to the point that an additional faculty member will be needed. We also anticipate that our administrative support specialist, which is funded at 0.75 FTE, will need to be expanded to 1.0 FTE during the five-year period. In December 2011 and then again in February 2012, the department analyzed the ability of faculty to initiate the graduate planning degree program with the five existing planning faculty members and the strategic inclusion of other qualified geography department faculty. Specifically, we prepared a schedule of courses for two years (four semesters) including the proposed courses for the master of community planning degree as well as courses for the existing undergraduate planning degree. That schedule is shown in Table A-3 of this document.

**Graduate Assistants.** It is also important to note that funding for graduate assistants is not considered as essential to the proposed graduate planning degree program as it is for other research-based graduate programs on campus. We believe that we will attract a sufficient number of students who are fully expecting to pay their way through graduate school (i.e., without securing funding via a graduate assistant position or an out-of-state tuition waiver).

With that said, however, the urban and regional planning program already has a significant need for graduate students to support research efforts of the faculty, yet it presently does not have its own graduate students. Currently, needs for graduate assistants are filled with graduate students from geography and sometimes other disciplines. Some support for graduate assistants is necessary for the faculty to maintain research productivity while increasing teaching and advising responsibilities implicit in initiating the new graduate planning degree program. In addition, upon initiating the graduate program, we anticipate the need for some graduate assistance in undergraduate instruction, particularly geographic information system (GIS) lab support. We therefore anticipate the need for one graduate assistant in year 2 and increasing to three in year three and four by years 4 and 5 of program implementation.

- **What will be needed to recruit such individuals and what is the recruitment market like?**

Recently (fall 2011), there has been a serious increase in vacant faculty positions in planning programs across the U.S. The market to attract faculty is therefore increasingly competitive. However, we anticipate no issues getting a suitable pool of applicants. In addition, a package including start up funds will be needed for the new faculty positions.

#### **Part Four: Assessing Financial Resources to Support the Program**

- **Describe existing financial resources to be devoted to the proposed program.**

By 2010, the college took three major steps with regard to faculty resources in anticipation of initiating the new graduate planning degree. First, it approved a new planning faculty position in FY 2010, which was filled. Second, the college increased the rank of one position from assistant to associate professor to attract a new program director (hired in 2010). Third, the college authorized the immediate filling of an assistant professor position in the planning program that was vacated (filled in FY 2010). Hence, a substantial investment has already been made in faculty to support the new degree.

The geography department and its urban and regional planning program therefore have sufficient resources to devote to the proposed graduate planning degree program. The planning program presently consists of five graduate faculty members and an administrative support specialist funded at 0.75 FTE. All of the graduate faculty of the planning program will participate in the graduate degree program. In addition, certain geography faculty members will also participate.

- **Describe what additional financial resources would be needed over the next five years and their proposed sources of funding.**

In year 3, one new tenure-track faculty member will be needed. Expansion of planning studio space (with 14 additional computers) will be needed by year three. We will require university funding for these needs.

- **What new financial resources will come to the university based on the projected increase in enrollment?**

As indicated in the budget worksheet, the proposed program will have a net positive fiscal impact for the university in the 4-year startup period.

- **Will the program students contribute to the financing of the program through teaching, research, and clinical practice?**

Students are likely to engage in several research projects but are not expected to assist in teaching roles, although we anticipate research assistants will be needed to assist undergraduate students in Geographic Information System (GIS) laboratory activities. Practice roles will be possible through internships. At this time, we do not anticipate financial contributions from student activities to fund the proposed new graduate planning program, although they are likely to provide labor to various positions in the university’s research centers.

- **What are your plans for the program if the financial resources anticipated for the program (enrollment, external support, etc.) are 25% lower and 50% lower than expected?**

Because we have not requested additional resources in year 1, we have not prepared contingency plans for the first year to address any loss of financial resources. In year two, we request an increase from 0.75 time to full time for the administrative support associate assigned to the planning program. If that funding is not provided, we will look at distributing workload to other administrative associates in the department and/or absorb the additional student and new program workload with a slight reduction in service levels. In year 3, we have anticipated the need for one additional tenure-track position and expansion of the planning and design studio space. If the additional faculty position in year 3 is not approved, we will still proceed with the program but we may have to limit the number of students accepted into the program so as not to exceed class size limitations for certain studio-based courses. If funding cannot be secured in year 3 for an expansion of the planning and design studio space, we will seek maximum efficiency of existing resources by scheduling use of existing department and university resources (i.e., other laboratory spaces) for use by the urban and regional planning program.

While program resources are broader than just enrollment, we envision enrollments to be the vast majority of this program’s financial resources. Therefore, it is reasonable to respond to this question with plans based on changes to the enrollment that are the same as the 25 percent and 50 percent lowering of resources as a whole. The tables below show enrollments at 75% and 50% of our projections. We also describe our plans if the enrollments fall to those levels.

**Enrollment at 75% of Projected  
(25% Reduction of Enrollment Projection)**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New enrollments	10	11	15	16	16
2 <sup>nd</sup> Year Continuing	0	9	8	14	15
<b>Total</b>	10	20	23	30	31

A 25 percent reduction in our projected enrollments would not obviate the need for a new faculty member in year 3, since our class sizes for core graduate courses with such a reduction would not exceed the normal maximum class size of 15 which can be accommodated in the existing

planning studio space. We would defer our planning studio expansion proposal (beyond year 3) to a later year and make efficient use of other university lab resources.

**Enrollment at 50% of Projected  
(50% Reduction of Enrollment Projection)**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
New enrollments	7	7	10	-	11
2 <sup>nd</sup> Year Continuing	-	6	6	9	9
<b>Total</b>	<b>7</b>	<b>13</b>	<b>16</b>	<b>19</b>	<b>20</b>

Our plan under this scenario (a 50 percent reduction in projected enrollment) would be to defer the planning studio expansion and defer the hiring of the new faculty member in year 3. The program would still be viable.

**Part Five: Assessing External Support and Collaboration**

- **List active grants/contracts specifically related to the proposed program.**
  1. “Mid-Currituck Bridge Study” North Carolina Department of Transportation. 2009. (\$390,000 for two years). (Marcucci)
  2. Project Expert, National Science Foundation RAPID Grant, \$45,000 (Funded) “Re-housing Urban Haiti After the Earthquake: The Role of Social Capital” with Emel Ganapati (PI, Florida International University) & Guitele Rahill (co-PI, Arkansas State University) (April 2010 to March 2011). (Mukherji)
  3. Edgecombe County, North Carolina (North Carolina Department of Commerce and ECU Office of Engagement, Innovation, and Economic Development), \$40,000 (Funded) for housing needs assessment and economic development feasibility study. (Weitz and Wubneh)
  4. East Carolina University Foundation. ECU Economic Impact Analysis, 2010 (\$15,000). (Wubneh)
  
- **Describe existing collaborative efforts related to the proposed program with community or state agencies, other institutions of higher education, federal laboratories or agencies, national centers, or other external organizations.**

We are in the formative stages of strengthening our external collaboration efforts. The director of the urban and regional planning program has established contacts for collaboration with the School of Government and the City and Regional Planning Department at the University of North Carolina at Chapel Hill, the North Carolina Department of Commerce (Community Assistance Division), the Mid-East Commission (five-county council of governments), and the ECU Office of Engagement, Innovation and Economic Development, among others.



- **How do you plan to use external funding to support the proposed program? To what agencies or programs would proposals be submitted and with what timeframe?**

A variety of potential external funding agencies and organizations exist, including state agencies (Department of Commerce and Department of Environment and Natural Resources), professional organizations such as the American Planning Association (Research Department), and various foundations. A proposal submitted to the National Science Foundation was not funded, but it may be submitted to North Carolina Sea Grant for research on the implementation of local hazard mitigation plans. Prospects exist for participating in regional livability grants available from the federal government, as well as funding related to health impact assessments. Scanning for other external funding prospects is underway and continuous. Additional grant proposals are expected to be submitted well before the initiation and start up of the requested graduate degree program. Any external funding would be used to support the program's graduate students.

- **What indications are there that the proposed program addresses significant problems of stated interest to funding agencies?**

Multi-year funding by the North Carolina Department of Transportation of Dr. Daniel Marcucci's mid-Currituck bridge project is a strong indicator that the program's faculty can address issues of interest to funding agencies. Dr. Mulatu Wubneh has completed prior contract work for the Association of Collegiate Schools of Planning. The North Carolina Department of Commerce and East Carolina University through its Office of Engagement, Innovation and Economic Development have partnered in an innovative pilot program to leverage the resources and expertise of both organizations to support economic development in eastern North Carolina communities, another area of central concern to the planning program. That initiative is targeted in particular to assist distressed, low-wealth and limited-capacity communities. Community assistance grants are or may become available via the Department of Commerce to build capacity for economic development projects in the region. The federal government currently has grant funding available for regional livability planning efforts as well as health impact assessments. Letters of support attached to the program's recent submission of a National Science Foundation grant show support by other external agencies for research related to hazard mitigation.

- **How well does the proposed program align with state and national initiatives as stated by the indicated governmental agencies?**

The mission of the urban and regional planning program, including the proposed new graduate degree program, is fully in alignment with North Carolina Department of Commerce's missions with regard to community and economic development. The ecological and coastal focus of the

program is in alignment with initiatives and concerns of the North Carolina Department of Environment and Natural Resources and North Carolina Sea Grant.

- **How well does the proposed program align with state and national initiatives as stated by the indicated foundations or other non-governmental sources?**

The mission of the urban and regional planning program, including the proposed new graduate degree program, is generally in alignment with the missions of several non-government organizations. These include the Golden Leaf Foundation and the Z Smith Reynolds Foundation.

- **What kind of university investments will be needed to leverage external support and over what time period?**

East Carolina University already has the administrative arrangements in place to help leverage additional external support. Such arrangements include the Office of Sponsored Programs and the Office of Engagement, Innovation and Economic Development, among others.

<b>Faculty Information Sheet</b> <b>Misun Hur</b>
------------------------------------------------------

Name: Misun Hur

1. **Rank:** Assistant Professor
2. **Degrees:**
  - Ph.D. Man-Environment relations (City & Regional Planning). The Ohio State University, 2008. Dissertation title: *Neighborhood satisfaction, physical and perceived characteristics*
  - Master's (City & Regional Planning). The Ohio State University, 2008.
  - Master's (Landscape Architecture). University of Seoul, Seoul, Korea 1996.
  - B.S. in Science (Horticulture). GyeongSang National University, Chinju, Korea, 1991.
3. **Teaching Experience related to proposed degree (with emphasis on the past five years):**
  - a. **Overall nature of workload assignments:** 40% teaching, 40% research, 20% service.
  - b. **Courses:**
    - PLAN 3022: History and Theory of Planning (Fall 2010). East Carolina University
    - PLAN 3030: Urban and Regional Planning (Spring 2011 and Fall 2011). East Carolina University
    - PLAN 4025: Housing and Neighborhood Planning (Spring 2011). East Carolina University
    - PLAN 3041: Computer Applications in Planning (Fall 2011). East Carolina University
    - C&RP 310: Introduction to City and Regional Planning (Spring 2009). Ohio State University.
    - CST 221: Comparative Non-Western Environments (Winter and Spring 2010). Wright State University (4 classes).
  - c. **Graduate student supervisory experience (theses/dissertations):**
    - 2010-2011 Thesis Committee – Virginia Grace Dodd (History Dept., ECU)
    - 2011-current Internship Committee - Chad Godshalk Buch (Geography Dept., ECU)
4. **Scholarly & Professional Activities related to proposed degree (with emphasis on the past five years):**
  - a. **Publications/Scholarly Activity related to proposed degree:**
    - Hur, M., Nasar, J. L. & Chun, B. (2010). Neighborhood satisfaction, physical and perceived naturalness and openness. *Journal of Environmental Psychology*, 30, 52-59.
    - Hur, M. & Morrow-Jones, H. (2008). Factors that influence residents' satisfaction with neighborhoods. *Environment & Behavior*, 40(5), 619-635.
  - b. **Status of Grants & Contracts submitted related to proposed degree (including agency names, years of funding, collaborative partners):**
    - Not funded grant: Hur, M. (2011), Engagement and Outreach Scholars Academy (EOSA), Office of Engagement, Innovation and Economic Development, East Carolina University.
  - c. **Invited research presentations outside ECU:**
    - Hur, M. (2011). The role of neighborhood association for sustainable community. *American Collegiate Schools of Planning annual conference (ACSP 52)*.

- Hur, M. (2010). The image of the city to the travelers with portable navigation devices. The abstract has been accepted for *Environmental Design Research Association annual conference (EDRA 41)*.
- Hur, M. & Li, Y. (2009, October 3). *I stay because I can afford to, but that doesn't make me happy*. *The Association of Collegiate Schools of Planning (ACSP 50)*.
- Hur, M. (2009). Physical incivilities, residents' perceptions and evaluations toward neighborhood satisfaction [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 40)*.
- Hur, M. & Nasar, J. L. (2009). Neighborhood Satisfaction, physical and perceived characteristics [Abstract]. *The Urban Affairs Association (UAA 39)*.
- Hur, M. (2007, October 20). The Measures of Upkeep as Determinants of Neighborhood Satisfaction. *The Association of Collegiate Schools of Planning (ACSP 48)*.
- Hur, M. & Kim, M-J. (2007). Aesthetic characteristics of immediate neighborhoods as determinants of house value [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 38)*, 151.
- Hur, M. & Chun, B. (2006). Neighborhood Satisfaction, physical and perceived naturalness and openness [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 37)*, 262.
- Hur, M. (2005). The relevance of PDA's in data collection [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 36)*, 274.
- Hur, M. (2004). Factors that Influence Resident's Satisfaction with Neighborhood [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 35)*, 196. EDRA Student Paper Award
- Hur, M. (2003). Resident and Non-resident Evaluation of Housing in a Historic Preservation District [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 34)*, 232.
- Demirayak, E., & Hur, M. (2003). Path Preferences in Virtual Realities [Abstract]. *Proceedings of the Environmental Design Research Association (EDRA 34)*, 209.

d. **Patents/disclosures/copyrights:** None

e. **Participation in scholarly collaborations with other universities, laboratories, & centers:**

- Collaboration with Dr. Yanmei Li at the Florida Atlantic University in a research project, *I stay because I can afford to, but that doesn't make me happy*.
- Collaboration with Bumseok Chun at the Ohio State University in a research project, *Searching a network tool for pedestrian wayfinding: a proposal for the space syntax added network analysis*.

f. **Service on related state/national/international boards or committees:**

- 2005-present: Reviewer, *Environmental Design Research Association (EDRA)*
- 2009-2011: Moderator/discussant at academic conferences (EDRA and ACSP)
- 2010-2011: Reviewer, *Landscape and Urban Planning (international journal)*
- 2010-2011: Reviewer, *Journal of Environmental Psychology (international journal)*
- 2011: Reviewer, *Journal of Urban Affairs (international journal)*

5. **Other:** None.

<b>Faculty Information Sheet</b> <b>Daniel J. Marcucci</b>
---------------------------------------------------------------

Name: Daniel J. Marcucci

1. **Rank:** Assistant Professor

2. **Degrees:**

- Ph.D. University of Pennsylvania, Philadelphia, City and Regional Planning, 1998. Dissertation: *Planning a Changing Landscape: Ecology, History, and Planning at Long Pond, Pennsylvania*. Advisor: C. Dana Tomlin with examiners Seymour Mandelbaum, James F. Thorne, and Christa Wilmanns-Wells
- M.L.A. University of Pennsylvania, Philadelphia, PA, Landscape Architecture, 1992. Graduate Research Assistant for Anne Whiston Spirn on the West Philadelphia Landscape Plan
- B.A. Harvard University, Cambridge, MA, Mechanical Engineering, 1981

3. **Teaching Experience related to proposed degree (with emphasis on the past five years):**

a. **Overall nature of workload assignments:** 40% teaching, 40%research, 20% service. Graduate Planning Coordinator, 2007- present.

b. **Courses: (graduate only shown)**

- PLAN 5025: Coastal Area Planning and Management
- PLAN 5045: Environmental Resources Planning and Management
- PLAN 6009: Research in Urban Planning – Advanced Planning Theory
- PLAN 6020: Seminar in Environmental Planning
- PLAN 6029: Research in Environmental Planning
- PLAN 6305: Development Planning and the Environment

c. **Graduate student supervisory experience (theses/dissertations):**

- Dissertation Advisor, PhD Coastal Resources Management
  - April W. Evans: *An Analysis of Waterfowl Management in the South Atlantic Region of the Marine Protected Area Network*. (in progress)
  - Lauren M. Jordan: *An Epistemological Exploration of Green Infrastructure Planning in Coastal Maryland: The Role of Knowledge*. (in progress)
- Thesis Advisor, MA Geography
  - Andrew Bennett: *Combining the Tools of Smart Growth and Citizen Participation*. 2009
  - James Edwards: *Carolina Bay Landscape Position: An Analysis of Spatial Variability*. (2011)
- Graduate Research Assistants Supervised
  - Directly supervised 12 masters' and doctoral students
- Dissertation Committee Member, PhD Coastal Resources Management
  - Jingyuan Li
  - Andrew Bennett

- Thesis Committee Member, MA Geography
  - Chad Buch (current)
  - Matthew Carey (current)
  - Heather Sheffield (current)
  - Gary Monitz. 2011
  - Conor Harrison. 2010
  - Ryan Covington. 2009
  - Micheal Cockerham. 2009
  - Kaci Torres. (withdrew)

Lindsay Wolter. 2007 (non-voting internship report referee)

**4. Scholarly & Professional Activities related to proposed degree (with emphasis on the past five years)**

**a. Publications/Scholarly Activity related to proposed degree:**

Peer Reviewed Articles

- Hamin, E. M. & Marcucci, D. J. (2008). Ad Hoc Rural Regionalism. *Journal of Rural Studies*, 24 (4), 467-477.
- Marcucci, D. J. (2000). Landscape History as a Planning Tool. *Landscape and Urban Planning*, 49: 67-81.
- Hamin, E., Marcucci, D. J., & Wenning, M. (2000). The Experience of New Planning Faculty. *Journal of Planning Education and Research*, 20: 88-99.

Articles in proceedings

- Marcucci, Daniel J. and Lauren M. Jordan. (2010) "Overlaying State and County Green Infrastructure Planning with Regional Transportation Planning." *Proceedings of Fábos Conference on Landscape and Greenway Planning 2010*.
- Marcucci, Daniel J., James D. Brinkley, Lauren M. Jordan. (2010). "Five Concepts in Planning Theory Useful to Coastal Management." *Proceedings of the 22nd National Conference*. The Coastal Society.

Invited Articles/Reviews

- Marcucci, D. J. (2009). "Planning for Sea Level Rise: Managing the Coastal Mosaic" in *North Carolina Sea Level Rise Project: Application to Management*. NOAA Workshop White Paper. October 2009. Pp. 17-18.
- Marcucci, D. J. (2007). Book Review: Measuring Landscapes: A Professional Planner's Manual. *Journal of Planning Education and Research*, 26 (4), 518-519.

Monographs

- Marcucci, D. J. (2008). "Study of Community Opinions: Town of Nashville, North Carolina".
- Marcucci, D. J. (2005). The Mason-Dixon Dilemma: Assessing the Impacts of Regional Growth Patterns in the Chesapeake Watershed Region, Middletown, PA: South Central Assembly for Effective Governance.
- Sprin, A. W. & Marcucci, D. J. (1991). *Models of Success: Landscape Improvement and Community Development*, Philadelphia: Graduate School of Fine Arts, University of Pennsylvania.

## Research Reports

- Marcucci, D. J., Principal Investigator. East Carolina University & Parsons Brinckerhoff (2011) *Mid-Currituck Bridge Study: Indirect and Cumulative Effects Technical Report (revised)*. Prepared for North Carolina Turnpike Authority. (226 pages.)
- Marcucci, D.J., Principal Investigator. (forthcoming) "Section 3.6 Indirect and Cumulative Effects." In: Parsons Brinckerhoff in association with: CZR Incorporated/East Carolina University/Panamerican Consultants/ Howard Stein – Hudson, Incorporated/PBS&J. *Mid-Currituck Bridge Study Currituck and Dare Counties, North Carolina, Final Environmental Impact Statement*. Prepared for North Carolina Turnpike Authority.
- Marcucci, D.J. and Wang, Y. "Mid-Currituck Bridge Project – Bridge Deck Runoff Impacts and Mitigations." Project Technical Memorandum to North Carolina Turnpike Authority. (1/3/2011)
- Parsons Brinckerhoff in association with: CZR Incorporated/East Carolina University/Panamerican Consultants/ Howard Stein – Hudson, Incorporated/PBS&J. (2010). *Mid-Currituck Bridge Study Currituck and Dare Counties, North Carolina, Draft Environmental Impact Statement*. Prepared for North Carolina Turnpike Authority (246 pp.)
- East Carolina University & Parsons Brinckerhoff, "Mid-Currituck Bridge Study: Indirect and Cumulative Effects Technical Report - Final Draft " (2009). Prepared for North Carolina Turnpike Authority. D.J. Marcucci, Principal Investigator. (196 pages.)
- Marcucci, D. J., Brent, J.A., & Bennett, A.T., "Maple Swamp Feasibility Study Report" (2009).
- Marcucci, D. J., & Wang, Y., "Simple Method Runoff Pollutant loads by section of the Mid-Currituck Bridge" (2008).
- Marcucci, D. J., & Blizzard, A., "Mid-Currituck Bridge Study: Indirect and Cumulative Impacts Technical Appendix" (2008).
- Marcucci, D. J., & Blizzard, A., "Mid-Currituck Bridge Study: Indirect and Cumulative Impacts Report" (2008).

### **b. Status of Grants & Contracts submitted related to proposed degree (including agency names, years of funding, collaborative partners)**

#### Research Grants Funded-External

##### Mid-Currituck Bridge Study, Task Order 3

North Carolina Department of Transportation TIP Project No. R-2576.

Marcucci, D. J. (Project Director & P.I. - Natural Environment Team).

1/1/2009-12/31/2011

Directly responsible for \$597,164 of \$718,398 for T.O. #3

##### Mid-Currituck Bridge Study, Task Order 2

North Carolina Department of Transportation, TIP Project No. R-2576

Marcucci, D. J. (P.I. - Natural Environment Team)

2/1/2008-12/31/2008

Directly responsible for \$193,486 of \$434,151 for T.O. #2

##### Mid-Currituck Bridge Study, Task Order 1

North Carolina Department of Transportation, TIP Project No. R-2576

Marcucci, D. J. & Blizzard, A.F., (P.I.s - Natural Environment Team)

2/15/2007-1/31/2008

Directly responsible for \$164,317 of \$565,451 for T.O. #1

#### Research Grants Funded-Internal

- "Dune district management alternatives," Research Development Summer Grant, Coastal Maritime Council, East Carolina University. 2007. Gares, P., Allen, T., Landry, C., & Marcucci, D.J., (\$20,000 for summer)

**c. Invited research presentations outside ECU:**

- “Taking the Long View in Landscape Planning: With a Closer Look at Currituck, North Carolina.” Appalachian State University. April 21, 2011.
- “Complex Models of Consultant-Client Relationships in Landscape Architecture.” Guest Lecture to Dr. Bardenhagen’s Professional Practice course at Texas A&M University, March 28, 2011.
- “Patterns and Impacts of Demographic and Land Use Change in Coastal North Carolina,” presented with Thomas Crawford at The Shape of the Coast 2010 program organized by University of North Carolina – Chapel Hill School of Law in New Bern, NC, November 5, 2010.
- “It is a wild and desert region... covered with forests.” Invited lecture give at The South Mountain Summit. Huntsdale, PA. February 19, 2010.
- “South Mountain: Cradle of Conversation.” Panel Discussant for the South Mountain Speaker Series: Environmental Discussion in the Spirit of the Michaux Lectures. Chambersburg, PA. February 18, 2010.

**d. Patents/disclosures/copyrights:** None

**e. Participation in scholarly collaborations with other universities, laboratories, & centers:** None

**f. Service on related state/national/international boards or committees:** None

5. **Other:** Certification: #022689, American Institute of Certified Planners (AICP).



<b>Faculty Information Sheet</b> <b>Anuradha Mukherji</b>
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Name: Anuradha Mukherji

1. **Rank:** Assistant Professor

2. **Degrees:**

- Ph.D. Architecture, University of California at Berkeley, Berkeley, California. 2008
- M.S. Architecture, Texas A&M University, College Station, Texas, 2001
- Dip. Architecture, Center for Environmental Planning and Technology, India, 1998

3. **Teaching Experience:**

a. **Overall nature of workload assignments:** Teaching 40%, Research 40%, Service 20%

b. **Courses (Graduate Only Shown):**

- PLAN 6015: Emergency Management Planning, Spring 2011, East Carolina University (ECU)
- PLAN 4003: Urban Form and Design, Fall 2011, ECU
- MET 510: Comparative Housing, Summer 2010, Boston University (BU)
- MET 510: Theory, Policy, and Practice in Disaster Recovery Planning, Fall 2009, BU

c. **Graduate student supervisory experience (theses/dissertations):** None

4. **Scholarly & Professional Activities:**

a. **Publications/Scholarly Activity:**

Publications

- Mukherji, A. 2010. "Post-earthquake housing recovery in Bachhau, India: The homeowner, the renter, and the squatter", *Earthquake Spectra*, vol. 26, no. 4, pp.1085-1100
- Mukherji, A. "Policy for Urban Housing Recovery", in Edward J. Blakely, et al (Eds.). *Managing Disaster Recovery: A Primer and Manual Based on International Policy and Practice* (Forthcoming: 2011)
- Geva, A. & A Mukherji. 2007. "A study of light/darkness in sacred settings: Digital simulations" in *International Journal of Architectural Computing*, vol. 5, no. 3, p. 507
- Mukherji, A. "Housing renters after disasters", *Journal of the American Planning Association* (Under Review)
- Mukherji, A. "The role of social capital in post-disaster housing recovery", *Housing Studies* (Revise and submit)

Conference Presentations and Participation

- Mukherji, A. "Re-housing urban Haiti after the earthquake: Dual role of social capital", Paper presented at Association of Collegiate Schools of Planning Conference, Salt Lake City, October 15, 2011
- Mukherji, A. "Urban Housing Recovery in Haiti", Paper presented at Association of Collegiate Schools of Planning Conference, Minneapolis, October 6-10, 2010
- Roundtable Panelist. "Post-disaster recovery planning in Haiti: A Roundtable", Association of Collegiate Schools of Planning Conference, Minneapolis, October 6-10, 2010.

- Roundtable Panelist. “Post-disaster recovery planning”, Association of Collegiate Schools of Planning Conference, Crystal City, October 1-4, 2009.
- Mukherji, A. “Following the money: Impact of World Bank funds on housing recovery in post-earthquake urban Kutch, India”, Paper presented at Association of Collegiate Schools of Planning Conference, Chicago, July 6-11, 2008.
- Mukherji, A. “Post-earthquake housing recovery in Bachhau, India: The homeowner, the squatter, and the renter”, Paper presented at Association of Collegiate Schools of Planning Conference, Milwaukee, October 18-21, 2007.
- Mukherji, A. “Rebuilding Soniwad: Community participation in post-disaster urban reconstruction”, Paper presented at Meeting of the Association of American Geographers, San Francisco, April 20, 2007.
- Mukherji, A. “Wurster Hall Emergency Egress”, Poster presented at Twenty-third Annual ESRI (Environmental Systems Research Institute) User Conference, San Diego, July 7-11, 2003.

**b. Status of Grants & Contracts (including agency names, years of funding, collaborative partners):**

- Principal Investigator (P.I.), “*Disaster resilience in coastal United States*”, National Science Foundation Grant, (Pending)
- Project Expert, National Science Foundation RAPID Grant, \$45,000 (Funded) “Re-housing Urban Haiti After the Earthquake: The Role of Social Capital” with Emel Ganapati (PI, Florida International University) & Guitele Rahill (co-PI, Arkansas State University) (April 2010 to March 2011).
- American Fellowships – Summer Research Publication Grant, \$6000, The American Association of University Women (AAUW), 2010-2011.

**c. Invited research presentations outside ECU:**

- Future Challenges: Dealing with Disasters”, Pardee House Seminar, Pardee Center for the Study of the Long Range Future, Boston University, March 30, 2010.
- “After the cameras have gone: Rebuilding sustainable communities in Haiti”, Workshop on Haiti, Center for Rebuilding Sustainable Communities after Disasters, University of Massachusetts, Boston, April 9, 2010.
- Planning for Climate Change, Planning For Disasters: Local and International Perspectives”, The Edge: Urban and Regional Conversations, Lecture Series, Boston University, October 20, 2009.

**d. Patents/disclosures/copyrights: None**

**e. Participation in scholarly collaborations with other universities, laboratories, & centers:** Collaborated with Dr. Emel Ganapati (Assistant Professor, Florida International University) and Dr. Guitele Rahill (Assistant Professor, University of South Florida) on an NSF funded research project on post-earthquake housing recovery in Haiti, 2010-2011

**f. Service on related state/national/international boards or committees:**

- Award Committee. Global Planning Educators Interest Group (GPEIG) Conference Travel Award, Association of Collegiate Schools of Planning (ACSP), 2010-12
- In Advisory Capacity to Haitian Government, Boston University Interdisciplinary Team: Assisted the Haitian government in drafting a platform document outlining a strategic vision for the reconstruction of Haiti, 2010

**5. Other:**

- Special Recognition, Gill-Chin Lim Award For Best Dissertation in International Planning, The Association of Collegiate Schools of Planning (ACSP), 2009.

- Honorable Mention, Samuel H. Prince Dissertation Award, International Sociological Association's Research Committee on Disasters, 2009.

<b>Faculty Information Sheet</b> <b>Jerry Weitz</b>
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Name: Jerry Weitz

1. **Rank:** Associate Professor and Director, Urban and Regional Planning Program

2. **Degrees:**

- Doctor of Philosophy (Ph.D.) Urban Studies, Portland State University, 1998;
- Master of City Planning (MCP), Georgia Institute of Technology, 1985;
- Bachelor of Arts (BA), Emory University, 1983;
- Associate of Arts (AA), Oxford College of Emory University, 1981.

3. **Teaching Experience**

a. **Overall nature of workload assignments:** 35% teaching/ 20% research/ 20% service/ 25% other (administration) (Director, Urban and Regional Planning Program)

b. **Courses:** (graduate only shown)

- PLAN 5065, Land Use Planning, East Carolina University (2010; 2011)
- PLAN 5985, Historic Preservation Planning, East Carolina University (2010; 2011)
- Growth Management Law (CP 6016), Georgia Institute of Technology, 2003, 2004, and 2009.
- Public Policy Analysis (PA 6622), Troy University, Atlanta Site, 2001-2006.
- Seminar in Public Administration (PA 6699), Troy University, Atlanta Site, 2002-2006.
- Survey of Public Administration (PA 6610), Troy University, Atlanta Site, 2002-2006.
- Intergovernmental Relations (PA 6640), Troy University, Atlanta Site, 2001-2006.
- Regional Plan. & Policy Atlanta Region (PA 6625), Troy University, Atlanta Site, 2005.
- Governmental Planning (PA 6630), Troy University, Atlanta Site, 2003-2004.
- Research Methods in Public Admin. (PA 6601), Troy University, Atlanta Site, 2003.
- Governmental Relations (PA 6640), Kennesaw State University, Spring and Summer, 2001.
- Land Use Implementation (USP 542), Portland State University, 1998.

c. **Graduate student supervisory experience (theses/dissertations):**

2011-current Internship Committee - Chad Godshalk Buch (Geography Dept., ECU)  
Previously Coordinator of graduate Master of Public Administration (MPA) program, including a testing requirement in lieu of graduate theses.

4. **Scholarly & Professional Activities:**

a. **Publications/Scholarly Activity (selected):**

- Weitz, Jerry. (2011). "The Next Wave in Growth Management." *The Urban Lawyer* 42/43, 4/1.
- Weitz, Jerry. (2010). "Managing Growth in Suburbanizing Jackson County, Georgia." *Practicing Planner*, Vol. 8, No. 4 (December).
- Weitz, Jerry. (2010). "Carbon Capture with Artificial Trees." *Planning* Vol. 76, No. 7: p. 20 (August/September).
- Weitz, Jerry. (2009). "Applying ELI's Conservation Thresholds for Land Use Planners." *Practicing Planner*, Vol. 7, No. 1 (March).

- Weitz, Jerry, and James Riker. (2008). "Regulating Rock Quarries." *Practicing Planner*, Vol. 6, No. 3 (September).
- Weitz, Jerry. (2007). "Reflections on Impact Fee Practice." *Practicing Planner*, Vol. 5, No. 3 (September).
- Weitz, Jerry. (2007). "Off the Grid: Do Alternative Energy Sources Lead to Sprawl?" *Planning* (January).
- Weitz, Jerry. (2006). "Smart Growth Audits," pp. 611-612 in *Planning and Urban Design Standards*. Hoboken, NJ: John Wiley & Sons, Inc.
- Weitz, Jerry. (2005). "Comments on Delaney and Meck Papers," Chapter 5, in Daniel R. Mandelker, Editor, *Planning Reform in the New Century*, pp. 86-89. Chicago: Planners Press.

**b. Status of Grants & Contracts (including agency names, years of funding, collaborative partners):**

Edgecombe County, North Carolina (North Carolina Department of Commerce and ECU Office of Engagement, Innovation and Economic Development). Housing needs assessment and economic development feasibility study, \$40,000. Funded and completed August 2011.

Camden County, North Carolina (ECU Office of Engagement, Innovation and Economic Development). Small area plan for South Mills Core Village, \$5,000. Funded, complete December 2011.

Numerous contracts with local governments for comprehensive plans, land use regulations, and other projects 2000-2010 (\$1,000,000+) (private contracts, Jerry Weitz & Associates, Inc.).

**c. Invited research presentations outside ECU:** (see paragraph e. below)

**d. Patents/disclosures/copyrights:** None

**e. Participation in scholarly collaborations with other universities, laboratories, & centers:**

- Global American South (University of North Carolina at Chapel Hill), March 19, 2011. Presentation and Policy Paper on the future of the green south.
- "The Next Wave in Growth Management." Paper presented at "A 2020 View of Infrastructure" symposium in honor of Julian C. Juergensmeyer, March 25-26, 2010, Atlanta, GA.
- Louisiana Rebuilding and Recovery Conference, December 2005, New Orleans, LA.
- Comment on Delaney and Meck Papers, "Survey and Critique of Contemporary Efforts/Growing Smart." Proceedings of the conference, "Planning Reform in the New Century," December 3-4, 2004, Washington University in Saint Louis – School of Law.
- Lead speaker at symposium, "National Perspective on Sprawl," Virginia Commonwealth University, Department of Urban Studies and Planning, Richmond, Virginia, January 17, 2001.

**f. Service on related state/national/ international boards or committees:**

- Editor, AICP's *Practicing Planner* (quarterly membership journal), since 2003;
- President of the Georgia Chapter of the American Planning Association, 2003-2005.

**5. Other:**

- Fellow, American Institute of Certified Planners (FAICP).
- Substantial private sector practice and government job experience.

<b>Faculty Information Sheet</b> <b>Mulatu Wubneh</b>
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**Name:** Mulatu Wubneh

1. **Rank:** Professor

2. **Degrees:**

- Ph.D. Florida State University, Tallahassee, Florida, USA, Urban and Regional Planning, 1976.
- M.U.R.P. Florida State University, Tallahassee, Florida, USA, Urban and Regional Planning, 1974.
- M.A. Florida State University, Tallahassee, Florida, USA, Economic Geography, 1972.
- B.A. Haile Selassie I University, Addis Ababa, Ethiopia, Geography, 1968.

3. **Teaching Experience related to proposed degree (with emphasis on the past five years):**

a. **Overall nature of workload assignments:** 40% teaching, 30% research, 30% service

- Director, Urban and Regional Planning Program, East Carolina University, 2007 to 2010.
- Chair, Department of Planning, East Carolina University, August 1994 to 2005.
- Coordinator of Planning Program, East Carolina University, 1985-1994.

b. **Courses:** (graduate only shown)

- PLAN 5065: Land Use Planning
- PLAN 5095: International Development Planning
- PLAN 6010: Seminar in Regional Planning
- PLAN 6000: Research in Urban Planning
- PLAN 6029: Research in Regional Planning

c. **Graduate student supervisory experience (theses/dissertations):** Coordinator of Graduate Curriculum in Planning, 1985.

4. **Scholarly & Professional Activities related to proposed degree (with emphasis on the past five years):**

a. **Publications/Scholarly Activity related to proposed degree:**

- Commentary: Diversity and Minority Faculty Perception of Institutional Climate of Planning Schools – Results from the Climate Survey. *Journal of Planning Education and Research*, Vol. 3, No. 3: 340-350.
- The Impact of Manufactured Housing on Residential Property Values: A GIS Based Approach. *Review of Urban and Regional Development Studies*, Vol. 16 (No. 1), 2004, 56-73.
- Forging Ahead and Lagging Behind: Convergence and Economic Development in North Carolina. *Carolina Planning*, 29 (2), 2004, 3-26.
- Building Capacity in Africa: The Effect of Institutional, Policy and Resource Factors on Capacity Building in Africa. *African Development Review*, 15 (2/3), 2003, 165-198.
- Discontinuous Development, Ethnic Collective Movements and Regional Planning in Ethiopia. *Regional Development Dialogue*, 15 (1), 1994, 119-144.
- Dependent Development and Foreign Technical Assistance: A Case Study of Plant Location in Ethiopia. *Northeast African Studies*, 13 (12&13), 1991, 19-36.

- State Control and Manufacturing Labor Productivity in Ethiopia. *Journal of Developing Areas*, 24 (3), 1990, 311-326.
- Population Distribution and Urbanization in the Horn of Africa: An Analysis of Colonialism and Government Policy. *Regional Development Dialogue*, 1988, 129-154.
- A Multivariate Analysis of the Socioeconomic Characteristics of Urban Areas in Ethiopia. *African Urban Quarterly*, 2 (4), 1987, 425-433.
- City Size Distribution and Urban Development in Ethiopia. *African Urban Studies*, 8, 1980, 37-53.

**b. Status of Grants & Contracts submitted related to proposed degree (including agency names, years of funding, collaborative partners):**

- East Carolina University Foundation. ECU Economic Impact Analysis, 2010 (\$15,000).
- "Climate survey: Diversity and Minority Faculty Perception of Institutional Climate of Planning Schools" Governing Board of ACSP and ECU, October 2009 (\$6,000).
- "Martin County as a Retirement Destination," Martin County Committee of 100. 'Martin County as a Retirement Destination.' Martin County Committee of 100 and Williamston Downtown Inc., 2007 (\$500.00), Martin County Committee of 100, (\$500.00).
- "NC STEP Project - Small Town Economic Development Program," ECU is designated as a 'coach' to four communities -- Columbia, Grifton, Plymouth and Swan Quarter - to help in developing economic development priorities and strategic plans. 2007 (Funding is for three years), North Carolina Rural Economic Development Center, (\$111,100).

**c. Invited research presentations outside ECU:**

- Assessing diversity: The Impact of Institutional Policies and Practices on Minority Faculty Job Satisfaction. Association of Collegiate Schools of Planning, 52<sup>nd</sup> Annual Conference. Salt lake city, Utah, Oct. 13-16.
- "Climate survey: Diversity and minority Faculty Perception of Institutional Climate of Planning Schools" A report to the Governing Board of ACSP), October 2009.
- "ECU's Impact on the Regional Economy Direct and Indirect Impact Estimates," 2007.
- "Highway 17 Association and its Impact on the Economy of Eastern North Carolina," 2007.
- Impact of Highway Development on Local Economy: The Case of Highway 17 of Eastern North Carolina. Association of Collegiate Schools of Planning, 51<sup>st</sup> Annual Conference, Minneapolis, Minnesota, 2010.
- Promoting Diversity in Planning Schools - Some Institutional and Critical Issues. Association of Collegiate Schools of Planning, 50th Anniversary Conference, Crystal City VA, October 2009.
- Do Race and Ethnicity have a Role in Planning Scholarship? Association of Collegiate Schools of Planning. Chicago, July 2008.
- POICG: A Planners of Color interest Group - Why Now? Presented at Association of Collegiate Schools of Planning, Milwaukee, Wisconsin.
- Diversity and the Effort to Increase Minority Planners in the Planning Profession. Planning in Black Community (PBCD) Division of the American Planning Association, Greenville, North Carolina, 2005.

**d. Patents/disclosures/copyrights: None**

**e. Participation in scholarly collaborations with other universities, laboratories, & centers:**

- Ethiopia and the World Bank, 1950-1990. XV International Conference of Ethiopian Studies, 2006.
- "Assessment Tools for Disaster Managers", International Resource Group (IRG), 2005.

**f. Service on related state/national/international boards or committees:**

- Chair, City of Greenville, NC, Board of Adjustment. 2002 to Present (member 1988-1994).
- Secretary, Planners of Color Interest Group, Association of Collegiate Schools of Planning 2008 – Present (Task Force Member, 2007-2008).
- Member, Planning Accreditation Board (PAB) site visit team to evaluate the planning program at Missouri State University, 2007.
- Member, Strategic Planning Taskforce, Association of Collegiate Schools of Planning, 2007.
- Member, City of Greenville Comprehensive Planning Revision Committee, City of Greenville, 2004, 2002, and 1990.
- Governing Board Member (Southeast Representative), Association of Collegiate Schools of Planning, 2001-2003.

5. **Other:** None provided.



**Table A-1**  
**Total Graduate Planning Students Enrolled Annually, 2010**  
**Accredited Graduate Planning Programs in the South Region of the U.S.**

<b>University with Accredited Master of Planning Degree</b>	<b>Total Planning Masters Students Enrolled 2010</b>
Alabama A&M University	34
Auburn University	45
Clemson University	44
Florida Atlantic University	39
Florida State University	116
University of Florida	83
Georgia Institute of Technology	100
University of Memphis	19
University of North Carolina, Chapel Hill	75
University of Virginia	56
Virginia Commonwealth University	82
Virginia Polytechnic Institute and State University	102

Source: Association of College Schools of Planning. 2011. *Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 16<sup>th</sup> Edition.*

**Table A-2**  
**Total Graduate Planning Students Enrolled Annually, 2010**  
**Accredited Graduate Planning Programs at ECU's Peer Institutions**

<b>Peer Institution with Accredited Master of Planning Degree</b>	<b>Total Planning Masters Students Enrolled 2010</b>
State University New York – Buffalo,	94
University of Louisville	45
University of Wisconsin – Milwaukee	62
Virginia Commonwealth University	82
Western Michigan University	40

Note: Of 15 institutions identified as a “peer institution” by East Carolina University, five have accredited graduate planning degrees, as listed in the table above.

Source: Association of College Schools of Planning. 2011. *Guide to Undergraduate and Graduate Education in Urban and Regional Planning, 16<sup>th</sup> Edition.*

**Table A-3**  
**Two Year Schedule of Graduate and Undergraduate Planning Courses**  
**(demonstrates ability to deliver the master's program in Years 1 and 2 without additional faculty)**

<b>Master of Community Planning (graduate)</b>	<b>Faculty</b>	<b>BS U &amp; R Planning (undergraduate)</b>	<b>Faculty</b>
<b>Fall Semester, Year 1 (12 s.h.)</b>		<b>Fall Semester, Year 1 (15 s.h.)</b>	
PLAN 6000 Hum. Settlement & Urban Form (3)	Geog.	PLAN 3020 Environmental Planning (3)	Marcucci
PLAN 6030 Planning Methods (3)	Wubneh	PLAN 3021 Intro to Planning Techniques (3)	Wubneh
PLAN 6032 Planning Law & Implementation (3)	Weitz	PLAN 4096 Planning Studio (3)	Weitz
PLAN 6035 Housing	Hur	PLAN 4035 Housing (3)	Hur
		PLAN 3030 Urban & Regional Planning (3)	Hur
PLAN 6045 Env. Plan. & Mgmt. (3)	Marcucci	PLAN 4045 Env. Plan. & Mgmt. (3)	Marcucci
PLAN 6003 Design for the Built Environment (3)	Mukherji	PLAN 4003 Urban Form & Design (3)	Mukherji
		PLAN 1900 Plan. For Human Environment (3)	Mukherji
PLAN 6270 Adv. Water Resources Planning	Montz	PLAN 4270 Water Resources Planning (3)	Montz
PLAN 6099 Independent Study in Planning (3)	Weitz	PLAN 4131 Problems in Planning (3)	Weitz

<b>Spring Semester, Year 1 (12 s.h.)</b>	<b>Faculty</b>	<b>Spring Semester, Year 1 (15 s.h.)</b>	<b>Faculty</b>
PLAN 6021 Geog. Information Systems (3)	Geog.	PLAN 4021 Adv. Geographic Info Systems	Geog
PLAN 6022 History & Theory of Planning (3)	Hur	PLAN 3022 History & Theory of Planning (3)	Hur
PLAN 6099 Independent Study in Planning (3)	Wubneh	PLAN 3031 Quant. Analysis in Planning	Wubneh
		PLAN 4099 Practicum in Planning (3)	Marcucci
PLAN 6065 Growth Management (3)	Weitz	PLAN 4065 Land Use Planning	Weitz
		PLAN 3032 Legislation and Administration (3)	Weitz
PLAN 6055 Transportation Planning	Wubneh	PLAN 4055 Transportation Planning	Wubneh
PLAN 6015 Emergency Mgmt. Planning	Mukherji	PLAN 4015 Emergency Mgmt. Planning	Mukherji
PLAN 6003 Design for the Built Environment (3)	Mukherji	PLAN 4003 Urban Form & Design (3)	Mukherji
PLAN 6075 Coastal Area Planning & Mgmt	Marcucci	PLAN 4075 Coastal Area Planning & Mgmt	Marcucci

<b>Fall Semester, Year 2 (12 s.h.)</b>	<b>Faculty</b>	<b>Fall Semester, Year 2 (15 s.h.)</b>	
PLAN 6000 Hum. Settlement & Urban Form (3)	Popke	PLAN 3020 Environmental Planning (3)	Marcucci
PLAN 6030 Planning Methods (3)	Wubneh	PLAN 3021 Intro to Planning Techniques (3)	Wubneh
PLAN 6032 Planning Law & Implementation (3)	Weitz	PLAN 4096 Planning Studio (3)	Weitz
PLAN 6035 Housing	Hur	PLAN 4035 Housing (3)	Hur
		PLAN 3030 Urban & Regional Planning (3)	Hur
PLAN 6045 Env. Plan. & Mgmt. (3)	Marcucci	PLAN 4045 Env. Plan. & Mgmt. (3)	Marcucci
PLAN 6003 Design for the Built Environment (3)	Mukherji	PLAN 4003 Urban Form & Design (3)	Mukherji
		PLAN 1900 Plan. For Human Environment (3)	Mukherji
PLAN 6270 Adv. Water Resources Planning	Montz	PLAN 4270 Water Resources Planning (3)	Montz
PLAN 6099 Independent Study in Planning (3)	Wubneh	PLAN 4131 Problems in Planning (3)	Weitz

<b>Spring Semester, Year 2 (12 s.h.)</b>	<b>Faculty</b>	<b>Spring Semester, Year 2 (15 s.h.)</b>	
PLAN 6096 Planning Studio (3)	Weitz		
PLAN 6021 Geog. Information Systems (3)	Geog.	PLAN 4021 Adv. Geographic Info Systems	Geog
PLAN 6022 History & Theory of Planning (3)	Hur	PLAN 3022 History & Theory of Planning (3)	Hur
		PLAN 3031 Quant. Analysis in Planning	Wubneh
PLAN 6099 Independent Study in Planning (3)	Weitz	PLAN 3032 Legislation and Administration (3)	Weitz
		PLAN 4099 Practicum in Planning (3)	Mukherji
		PLAN 4065 Land Use Planning	Mukherji
PLAN 6055 Transportation Planning	Wubneh	PLAN 4055 Transportation Planning	Wubneh
PLAN 6075 Coastal Area Planning & Mgmt	Geog.	PLAN 4075 Coastal Area Planning & Mgmt	Geog.
PLAN 6038 Graduate Internship	Weitz	To be determined	Marcucci
		To be determined	Marcucci

Notes: All core courses for undergraduate and graduate are entirely separate. Some elective courses are taught at both the undergrad and grad levels (4000/6000). Graduate students will be able to take additional electives other than PLAN courses. Graduate course numbers and titles are tentative and subject to revision.